

Motivation and Job Satisfaction of Catholic School Teachers¹

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Abstract

The study examined the relationship between Catholic school teachers' motivation and job satisfaction. The data came from a survey of 716 teachers in three dioceses (Atlanta, Biloxi, and Cheyenne). The school's academic philosophy and its environment were important predictors of the teachers' satisfaction with their sense of efficacy regarding their work with students and their relationships with administrators and other teachers. The motivation to teach in the school because it was a Catholic school was an important predictor of the teachers' satisfaction with the school. The results of the study confirm that the importance of a religious factor as an important motivator for teachers choosing to teach in Catholic schools and an important predictor of their job satisfaction.

Introduction

The purpose of the study is to examine the relationship between factors that motivate teachers to teach in Catholic schools and their job satisfaction. What are the factors that most motivate teachers to work in Catholic schools? To what extent are Catholic school teachers' motivation and job satisfaction a function of their commitment to the mission of the Catholic school? Are there differences in the intensity of the motivational factors and the satisfaction factors according to whether the teachers are Catholic or not or whether they teach in elementary schools or in secondary schools?

The Catholic Church has been clear in its teachings regarding the nature of a Catholic school and the role of teachers in Catholic schools (Congregation for Catholic Education, 1997; Sacred Congregation of Catholic Education, 1977, 1982, 1988). In addition to teaching academic subjects and imparting values, Catholic schools assist in the religious formation of their students. The Church refers to teachers in Catholic schools as "witnesses to faith" (Sacred Congregation for Catholic Education, 1982) and identifies teachers as having the "prime responsibility for creating this unique Christian school climate . . . , as individuals and as a community" (Congregation for Catholic Education, 1997). Thus, in order to be effective in contributing to the dual purposes of a Catholic school of academic formation and religious formation, teachers must understand their roles, be properly motivated, and be satisfied with their efforts.

It is not reasonable to expect that all teachers in a Catholic school are motivated to teach in Catholic schools for the same reasons or have the same understanding of their dual roles of academic formation and religious formation (Kushner & Helbling, 1995). Previous studies (Benson & Guerra, 1985; Squillini, 2001; Tarr, Ciriello & Convey, 1993) have shown that the primary motivation for some teachers in a Catholic school is an identification or commitment to the school's religious mission, while for others the primary motivation is more to the profession of teaching as exemplified by their desire to work with young people, their love of teaching and their view of the opportunities that the school affords for personal growth.

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Theoretical Framework

Since Nelson Foote (1951) introduced the concept of commitment to examine how individuals decide on which activities to initiate and continue to pursue, several theoretical formulations of commitment have emerged in the literature (Becker, 1960; Stryker, 1968; Kanter, 1968; Burke & Reitzes, 1991). The formulations most salient to this study are those of Kanter's concepts of *affective commitment* and *moral commitment* and Burke and Reitzes' *identity theory*.

Kanter (1968) used the concept of commitment to describe the reciprocal ties that bind individuals to their communities and communities to their members. She conceived of commitment as the willingness of members to give their energy and loyalty to a community. Kanter defined *affective commitment* as the positive emotional or psychic feelings that bind an individual to a community and that in turn generate gratifications stemming from the involvement with the community. She saw *moral commitment* as the evaluative orientation that provides a member of a community with a sense of self-worth and with pride and confidence in the values and goals of their community.

Identity theory (Burke & Reitzes, 1991) presents the commitment process as one of the ways in which individuals participate in the establishment and maintenance of identities. In other words, commitment connects an individual to an identity. Commitment moderates the relationship between identity and role performance such that the relationship is stronger for people with higher commitment. In the view of Burke & Reitzes, commitment refers to the "sum of the forces, pressures, or drives that influence people to maintain congruity between their identity setting and the input of reflected appraisals from the social setting. . . . In cases of greater commitment, the reflected appraisals are more likely to contain shared meanings that affirm and are consistent with an identity" (p. 243). One consequence of high levels of commitment to an identity is that individuals will work harder to maintain the reflected appraisals (inputs) consistent with their identities.

Herzberg's Theory of Motivation (Herzberg, Mausner & Snyderman, 1959; Herzberg, 1971) provides a framework for understanding the relationship between motivation for work and satisfaction with work. Herzberg proposed that attitudes toward work can be understood by examining factors in two dimensions. One dimension consists of motivators that are strong determiners of job satisfaction. Examples for teachers of these motivators, or internal factors, are the act of teaching itself, achievement of instructional goals, responsibilities associated with being a teacher, recognition that teachers receive and their opportunities for advancement. The presence of internal factors increase satisfaction, but their absence does not necessarily increase dissatisfaction. The second dimension of Herzberg's Theory consists of external factors, or hygiene factors, whose presence does not necessarily lead to increased satisfaction, but whose absence can create dissatisfaction. Examples of these external factors for teachers are salary, school policies, interpersonal relationships, working conditions, and opportunities for advancement. Indeed, in a study of Catholic school lay teachers in the Archdiocese of New York, Squillini (2001) found positive working conditions such as autonomy, administrative support, and positive interpersonal relationships encouraged teachers to remain teaching in Catholic schools.

Committed and satisfied teachers are important components of a school's culture and its effectiveness (Billingsley & Cross, 1992; Chubb & Moe, 1990; Lee, Dedrick & Smith, 1991; Lortie, 1975; Purkey & Smith, 1983; Rosenholtz, 1989). Studies have identified that the commitment of teachers is among the most important contributors to teacher satisfaction and effective schools (Bryk & Driscoll, 1988; Bryk, Lee & Holland, 1993). The presence of mission-orientated teachers is essential to maintaining the culture of a Catholic school (Congregation for Catholic Education, 1997; Convey, 1992). In addition,

Ciriello (1988) found that Catholic elementary school teachers who were high on mission-related commitment were more satisfied with their work than were other teachers.

The present study extends the research by Tarr, Ciriello and Convey (1992). In their study of 746 lay teachers in Catholic schools in a single large east-coast archdiocese, teachers having a primary mission reason for working in the school gave the highest ratings of importance to the school's religious mission, while these teachers and those having a primary professional motivation did not differ in the importance they attributed to the school's academic mission. Teachers also rated internal factors higher than external factors. In addition, mission-committed teachers were more satisfied with the schools' environment than were professional-committee teachers; however, teachers in both groups showed high levels of satisfaction with their work and their students. Finally, elementary-school teachers were more satisfied than were secondary-school teachers with their schools' environment, their teaching, and their relationships with students.

Method

The data for the study came from 716 teachers in Catholic schools in three dioceses (Atlanta, Georgia; Biloxi, Mississippi; and Cheyenne, Wyoming). Four hundred sixty-seven (65%) of the teachers taught in Catholic elementary schools, the remainder taught in Catholic secondary schools. More than three out of four teachers (76%) were Catholic. Fifty-five percent taught in their current schools five or fewer years and 22 percent taught in their current schools for 10 or more years.

The teachers completed a survey that included demographic information, 19 items as to what motivated them to choose to teach in their particular schools and 34 items that measured various aspects of their satisfaction with their work. The motivational and satisfaction items were adapted from surveys developed by contractors for the National Center for Education Statistics for use in the *High School and Beyond* studies (Coleman, Hoffer & Kilgore, 1982; Chubb & Moe, 1990) and the survey by the National Catholic Educational Association of Catholic high school teachers' beliefs and attitudes (Benson & Guerra, 1985). The items were further refined in dissertations by Ciriello (1988) and Tarr (1992).

Motivation

The teachers responded to the motivation items using a 4-step Likert scale: 4=Very Important, 3=Somewhat Important, 2=Slightly Important, 1=Not Important. A factor analysis of the motivational items yielded four factors of interest in this study that contained 12 of the 19 items. Table 1 shows the four factors along with the estimates of their internal consistency reliabilities.

The first factor, named Ministry Motivation, consists of five items that measure the teachers' sense of ministry and the extent to which they feel a calling to share their values, witness their faith and help students spiritually. The second factor, named Catholic Motivation, consists of three items that reflects the teachers' specific commitment to Catholic education and their desire to teach in a Catholic school. The third factor, named School Motivation, consists of two items that measure the extent to which the school's environment and academic philosophy attracted the teachers to work there. The fourth factor, named Teaching Motivation, consists of two items that measure the extent to which the teachers' professional qualifications and love of teaching are motivators to teach in the school.

Table 1. Motivation Factors

Ministry Motivation (Cronbach α=.861) God's choice for my life Opportunity to share my values Assist in students' spiritual development View of my work as ministry Opportunity to witness to my faith	Catholic Motivation (Cronbach α=.844) My commitment to Catholic education Work in a Catholic environment School's religious philosophy
School Motivation (Cronbach α=.600) School environment School academic philosophy	Teaching Motivation (Cronbach α=.470) Love of teaching Professional qualifications

The reliability coefficients for the Ministry Motivation (α =.861) and for Catholic Motivation (α =.844) are very strong, particularly given that the factors contained only five and three items, respectively. Coefficient Alpha is a measure of internal consistency reliability, which is a function of the number of items and the amount of homogeneity among the items as measured by the average inter-item correlation. In general, shorter scales have lower reliability unless that is offset by the size of the average inter-item correlation. Each of the two remaining factors, School Motivation and Teaching Motivation, contain two items each, which limits the estimates of their reliability coefficients. As a result, the Spearman-Brown Formula (Nunnally, 1978) was applied to these two factors to estimate the reliability if each factor was lengthened to 40 items. In each case (School Motivation – SB estimate = .92, Teaching Motivation – SB estimate = .87), the Spearman-Brown estimate exceeded the benchmark reliability of .80 for 40 items (Nunnally, 1978). Thus, all of the motivation factors exhibited good internal consistency reliability.

Satisfaction

The teachers responded to the 34 satisfaction items using the following 4-step Likert scale: 4=Very Satisfactory, 3=Satisfactory, 2=Unsatisfactory and 1=Very Unsatisfactory. A factor analysis of the satisfaction items yielded six factors, three of which are of interest in this study. The three factors accounted for 21 of the 34 items. Table 2 shows the three satisfaction factors that were retained in the study along with the estimates of their internal consistency reliabilities.

The first factor, named Internal Satisfaction, measures the teachers' satisfaction with their primary job of teaching including their sense of self-efficacy regarding their ability to help their students. This factor is similar to Herzberg's motivators. The second factor, named External Satisfaction, measures the teachers' satisfaction with the relationships within the school and what goes on in the school outside of the classroom. This factor is similar to Herzberg's hygiene factors whose absence can increase dissatisfaction. The third factor, named Satisfaction with School, measures the teachers' satisfaction with the school's academic and religious philosophy, the ability and attitudes of its students, and discipline in the school. Each of the three factors has substantial internal consistency reliability.

Table 2. Satisfaction Factors.

Internal Satisfaction (Cronbach α=.853) My interest in my work My relations with my students Challenge of my work Ability to help my students learn Help my students spiritually My sense of accomplishment My self-esteem as a teacher Amount of responsibility I have Recognition of my ministerial role	External Satisfaction (Cronbach α=.862) Relations with my principal My autonomy My principal's philosophy Recognition of my teaching My voice in school affairs Communication in the school Bureaucracy in the school
Satisfaction with School (Cronbach α=.781) School's religious philosophy School's academic philosophy Students' academic ability Discipline in the school Student attitudes	

Results

Motivation

The teachers are assigned to one of three primary motivation groups based on which item in the motivational survey they considered to be the most important reason for teaching in the school. Teachers who selected their primary motivator either in the areas of ministry and faith development or the school's Catholic nature are classified as having a primary religious motivation. Those who selected an item in the areas of the school's academic philosophy or their love of teaching are classified as having a primary professional motivation. Teachers who selected another reason based on opportunity or convenience are classified as having a primary convenience motivation.

Table 3. Distribution of Most Important Reasons for Teaching in the School

Most Important Reason to Teach in the School	Catholic Teachers in Elementary Schools (n=361)	Catholic Teachers in High Schools (n=170)	Non-Catholic Teachers in Elementary Schools (n=85)	Non-Catholic Teachers in High Schools (n=77)	All Teachers (n=693)
God's Choice for my Life	15%	15%	27%	25%	18%
Love of Teaching	13%	12%	25%	21%	15%
Commitment to Catholic Education	20%	12%	0%	0%	13%
School Environment	8%	9%	19%	25%	11%
Catholic Environment	12%	10%	4%	1%	9%
View of my Work as Ministry	6%	12%	5%	4%	7%
Total of Remaining 13 Reasons	26%	30%	20%	24%	27%

Table 3 shows the distribution of the six most important reasons selected by the teachers for teaching in their schools. The primary religious motivator selected by Catholic teachers in elementary schools was “commitment to Catholic education,” whereas the primary religious motivator selected by non-Catholic teachers and Catholic teachers in high school was “God’s choice for my life.” The primary professional motivator for all teachers was “love of teaching.” The convenience motivator selected by the highest number of teachers was “schedule compatible with my family situation.”

Overall, 51% of the teachers selected a religious reason as being the primary reason for teaching in the school, 38% selected a professional reason and 11% selected a reason of convenience. For the Catholic teachers, 63% of those in elementary schools and 60% of those in secondary schools selected a religious reason, 24% in elementary schools and 28% in secondary schools selected a professional reason, and 13% in elementary schools and 12% in secondary schools selected a convenience reason. For the non-Catholic teachers, 40% of those in elementary schools and 30% of those in secondary schools selected a religious reason, 48% in elementary schools and 61% in secondary schools selected a professional reason, and 12% in elementary schools and 9% in secondary schools selected a convenience reason.

Table 4 shows the average scores for Catholic teachers and non-Catholic teachers on each item of the four motivation factors, as well as the items that did not load on any of the factors. The results of a 2 x 2 Analysis of Variance (ANOVA) on the four motivational factors using the religion of the teacher and the level of the school as the grouping variables yielded four significant findings. Significant differences occurred between Catholic teachers and non-Catholic teachers for Ministry Motivation ($F=63.62$, $p<.001$), Catholic Motivation ($F=364.12$, $p<.001$) and Teaching Motivation ($F=9.47$, $p=.002$). Catholic teachers had higher mean scores than non-Catholic teachers on Ministry Motivation (3.40 vs. 2.91) and on Catholic Motivation (3.50 vs. 2.33) and on each of the items within these factors (see Table 4). On the other hand, non-Catholic teachers had higher a higher mean score on Teaching Motivation (3.58 vs. 3.40). No significant differences occurred on School Motivation. On the items not associated with any of the four motivation factors, Catholic teachers had higher mean scores than non-Catholic teachers on their personal Catholic school background and schedule compatibility with their family situation as motivating factors to teach in the school.

Table 4. Mean Scores of Catholic Teachers and Non-Catholic Teachers on Motivation Items

Item	Catholic	Non-Catholic	Significance
Ministry Motivation			
God’s choice for my life	3.46	3.29	.032
Opportunity to share my values	3.42	3.02	<.001
Assist in students’ spiritual development	3.46	2.81	<.001
View of my work as ministry	3.40	2.82	<.001
Opportunity to witness to my faith	3.38	2.64	<.001
Catholic Motivation			
My commitment to Catholic education	3.61	2.22	<.001
Work in a Catholic environment	3.55	2.13	<.001
School’s religious philosophy	3.40	2.63	<.001
School Motivation			
School environment	3.67	3.78	.001
School academic philosophy	3.30	3.29	ns
Teaching Motivation			
Love of teaching	3.65	3.77	.042

Professional qualifications	3.17	3.38	.010
Other Items			
Personal growth and development	3.33	3.29	ns
Schedule compatible with family situation	2.70	2.47	.034
Personal Catholic school background	2.83	1.37	<.001
Alternative to public schools	2.45	2.65	ns
Close to home	2.31	2.41	ns
School requested my assistance	2.22	2.08	ns
Salary offered	2.11	2.07	ns

Table 5 shows the average scores for the elementary school teachers and secondary school teachers on each item of the four motivation factors, as well as the items that did not load on any of the factors. With regard to level of the school, a significant difference occurred between elementary school teachers and secondary school teachers on Ministry Motivation ($F=11.46$, $p=.001$), Catholic Motivation ($F= 17.77$, $p<.001$) and School Motivation ($F=5.49$, $p=.019$). The elementary school teachers had higher mean motivation scores on Ministry Motivation (3.36 vs. 3.19), Catholic Motivation (3.32 vs. 3.09) and School Motivation (3.53 vs. 3.42) and on all items within these scales, except for the motivating attraction of the school's academic philosophy, which was similar for teachers in elementary schools and secondary school. No differences between elementary school teachers and secondary schools teachers were present on Teaching Motivation or any of its items. Finally, no significant interactions between religion and level occurred for any of the motivations factors.

Table 5. Mean Scores of Elementary School and Secondary School Teachers on Motivation Items

Item	Elementary	Secondary	Significance
Ministry Motivation			
God's choice for my life	3.48	3.30	.007
Opportunity to share my values	3.38	3.23	.026
Assist in students' spiritual development	3.40	3.12	<.001
View of my work as ministry	3.30	3.18	ns
Opportunity to witness to my faith	3.26	3.09	.017
Catholic Motivation			
My commitment to Catholic education	3.35	3.13	.004
Work in a Catholic environment	3.28	3.07	.009
School's religious philosophy	3.30	3.06	.001
School Motivation			
School environment	3.75	3.59	.001
School academic philosophy	3.31	3.25	ns
Teaching Motivation			
Love of teaching	3.69	3.66	ns
Professional qualifications	3.23	3.22	ns
Other Items			
Personal growth and development	3.34	3.27	ns
Schedule compatible with family situation	2.83	2.33	<.001
Personal Catholic school background	2.58	2.29	.005
Alternative to public schools	2.54	2.41	ns
Close to home	2.38	2.24	ns

School requested my assistance	2.23	2.09	ns
Salary offered	2.04	2.21	.034

Satisfaction

Table 6 shows the distribution of the most serious threats for continuing to teach in their schools that the teachers identified. Forty-three percent of the teachers indicated that no serious threat was present. The percentage of teachers indicating that no serious threat was present ranged from 38% for Catholic teaching in high schools to 50% for Non-Catholic teachers in high schools. When a serious threat was identified, it was most likely salary. Slightly more than one-fifth (21%) of the teachers identified salary as a serious threat with elementary school teachers indicating salary more frequently than high school teachers. The remaining most frequently mentioned threats, mentioned by only 3% to 4%, of the teachers were bureaucracy in the school, compatibility between work and family, discipline in the school and class preparation time. High school teachers were more slightly likely than elementary school teachers to identify school bureaucracy, compatibility between work and family, and class preparation time as serious threats.

Table 6. Distribution of the Most Serious Threats to Continue Teaching in the School

Most Serious Threat to Continue Teaching in the School	Catholic Teachers in Elementary Schools (n=373)	Catholic Teachers in High Schools (n=170)	Non-Catholic Teachers in Elementary Schools (n=91)	Non-Catholic Teachers in High Schools (n=79)	All Teachers (n=713)
No Serious Threat	43%	38%	45%	50%	43%
Salary	25%	16%	29%	9%	21%
Bureaucracy in the School	2%	8%	2%	6%	4%
Compatibility work/family	2%	7%	1%	3%	3%
Discipline in the School	3%	4%	0%	1%	3%
Class Preparation Time	2%	3%	1%	4%	3%

Table 7 shows the mean scores of Catholic teachers and non-Catholic teachers on each of the satisfaction factors, as well as items that did not load on any factor. The results of a 2 x 2 ANOVA on the three satisfaction factors yielded two significant findings, one for the religion of the teachers and the other for the level of the school. No religion by level interactions occurred for any of the satisfaction factors.

Catholic teachers had higher Internal Satisfaction scores than did non-Catholic teachers ($F=4.78$, $p=.029$, means= 3.50 vs. 3.43). The differences between Catholic teachers and non-Catholic teachers on the Internal Satisfaction Factor were due to three items on which the Catholic teachers had significantly higher mean scores: helping my students spiritually, recognition of my ministerial role, and my self-esteem as a teacher (see Table 7). Although no differences between Catholic teachers and non-Catholic teachers were evidenced on the School Satisfaction factor overall, Catholic teachers did have higher satisfaction with the school's religious philosophy than did not Catholic teachers (see Table 7).

Table 7. Mean Scores of Catholic Teachers and Non-Catholic Teachers on Satisfaction Items

Item	Catholic	Non-Catholic	Significance
Internal Satisfaction			
My interest in my work	3.70	3.67	ns
My relations with my students	3.69	3.62	ns
Challenge of my work	3.56	3.47	ns
Ability to help my students learn	3.49	3.49	ns
Help my students spiritually	3.51	3.33	<.001
My sense of accomplishment	3.45	3.42	ns
My self-esteem as a teacher	3.44	3.32	.018
Amount of responsibility I have	3.33	3.31	ns
Recognition of my ministerial role	3.33	3.11	<.001
External Satisfaction			
Relations with my principal	3.42	3.51	ns
My autonomy	3.41	3.42	ns
My principal's philosophy	3.35	3.45	ns
Recognition of my teaching	3.16	3.23	ns
My voice in school affairs	3.05	3.13	ns
Communication in the school	3.03	3.08	ns
Bureaucracy in the school	2.88	2.92	ns
Satisfaction with School			
School's religious philosophy	3.60	3.49	.020
School's academic philosophy	3.46	3.38	ns
Students' academic ability	3.34	3.28	ns
Discipline in the school	3.26	3.33	ns
Student attitudes	3.26	3.21	ns
Other Items			
My professional competence	3.57	3.54	ns
My professional qualifications	3.54	3.53	ns
Relations with other teachers	3.52	3.49	ns
Parent support	3.44	3.47	ns
Compatibility with family responsibilities	3.39	3.40	ns
Size of classes	3.20	3.14	ns
Staff development opportunities	3.11	3.07	ns
Pastor's interest in the school	3.07	3.15	ns
Parish's support of the school	2.98	3.01	ns
Advancement opportunities	2.96	2.99	ns
Class preparation time	2.91	3.01	ns
Benefits	2.84	2.91	ns
Salary	2.45	2.55	ns

Table 8 shows the mean scores of elementary school teachers and the secondary school teachers on each of the satisfaction items. Elementary school teachers had higher School Satisfaction scores than did secondary school teachers ($F=18.52$, $p<.001$, means: 3.42 vs. 3.28). Except for discipline in the school on which there were no differences, the elementary school teachers were more satisfied than were the secondary school teachers with the school's religious philosophy, its academic philosophy, the academic

ability of the students and their attitudes. While no other differences occurred on the scales, elementary and secondary school teachers differed on several individual items. Elementary school teachers were more satisfied than were secondary school teachers on their ability to help their students spiritually, their relationships with their students and with other teachers, the communication in the school and its bureaucracy, the staff development opportunities available, and the parish's support of the school. On the other hand, secondary school teachers were more satisfied than elementary school teachers with their level of autonomy and their salary.

Table 8. Mean Scores of Catholic Teachers and Non-Catholic Teachers on Satisfaction Items

Item	Elementary	Secondary	Significance
Internal Satisfaction			
My interest in my work	3.70	3.70	ns
My relations with my students	3.72	3.61	.006
Challenge of my work	3.54	3.54	ns
Ability to help my students learn	3.48	3.53	ns
Help my students spiritually	3.52	3.36	<.001
My sense of accomplishment	3.46	3.41	ns
My self-esteem as a teacher	3.42	3.40	ns
Amount of responsibility I have	3.34	3.30	ns
Recognition of my ministerial role	3.32	3.23	ns
External Satisfaction			
Relations with my principal	3.42	3.47	ns
My autonomy	3.38	3.48	.048
My principal's philosophy	3.37	3.40	ns
Recognition of my teaching	3.18	3.17	ns
My voice in school affairs	3.06	3.05	ns
Communication in the school	3.08	2.94	.017
Bureaucracy in the school	2.91	2.80	.060
Satisfaction with School			
School's religious philosophy	3.64	3.46	<.001
School's academic philosophy	3.50	3.32	<.001
Students' academic ability	3.38	3.23	.003
Discipline in the school	3.30	3.23	ns
Student attitudes	3.30	3.15	.001
Other Items			
My professional competence	3.56	3.56	ns
My professional qualifications	3.55	3.52	ns
Relations with other teachers	3.56	3.44	.007
Parent support	3.47	3.40	ns
Compatibility with family responsibilities	3.42	3.32	ns
Size of classes	3.15	3.22	ns
Staff development opportunities	3.15	2.96	.002
Pastor's interest in the school	3.04	3.16	ns
Parish's support of the school	3.04	2.84	.006
Advancement opportunities	2.95	2.97	ns
Class preparation time	2.90	2.98	ns

Benefits	2.86	2.81	ns
Salary	2.34	2.68	<.001

Regression

Multiple regression analyses were conducted using the three satisfaction factors (External Satisfaction, Internal Satisfaction, and Satisfaction with the School) as outcomes with two demographic predictors (Teacher's Religion, Level of the School) and four motivational factors as predictors (Ministry, School, Professional, and Catholic). The results of the analyses are shown in Table 9. The analysis using the measures of Internal Satisfaction, which is a measure of the teachers sense of efficacy and their ability to help their students, as a dependent variable showed a significant interaction between the motivational predictors and the teachers' religion ($F=3.27$, $p=.011$); therefore, separate analyses were conducted for Catholic teachers and non-Catholic teachers.

Table 9. Regression Analyses on Satisfaction Factors

Predictors	External Satisfaction (n=693)		Internal Satisfaction				Satisfaction With School (n=693)	
	Beta	Sig.	Catholic Teachers (n=528)		Non-Catholic Teachers (n=166)		Beta	Sig.
			Beta	Sig.	Beta	Sig.		
Religion (Catholic-Not Catholic)	-.068	.166	-	-	-	-	-.017	.706
Level (Elementary-Secondary)	-.009	.810	.012	.764	-.062	.367	-.124	<.001
Motivation-Ministry	.007	.899	.134	.019	-.065	.455	-.038	.423
Motivation-School	.309	<.001	.256	<.001	.482	<.001	.420	<.001
Motivation-Teaching	-.026	.519	.137	.002	.087	.245	.005	.892
Motivation-Catholic	.023	.716	.064	.292	.002	.984	.119	.045
R²	.096		.201		.251		.232	

The regression analysis on External Satisfaction explained almost 10% of the variance and yielded one significant predictor, a teacher's motivation to work in the particular school because of its academic philosophy and environment. The extent to which teachers were satisfied with how things went in the school in terms of their relationships with others outside of their teaching responsibilities and work with students was influenced by the school's academic environment and not by whether the school was an elementary school or secondary school nor by their motivation to teach in the school because of their sense of ministry, their commitment to Catholic education or their love of teaching.

Three significant motivational predictors (School, Ministry and Teaching) were present for Catholic teachers ($R^2=.201$) and only one very strong motivational predictor (school) for non-Catholic teachers ($R^2=.251$). The internal satisfaction scores of both Catholic and non-Catholic teachers were strongly influenced by the teachers' motivation to teach in the school because of its academic philosophy. The internal satisfaction scores of Catholic teachers were also significantly influenced by the teachers' motivation to teach in the school because of its religious mission and their love of teaching.

Finally, the important predictors of the teachers' satisfaction ($R^2=.232$) with their students and the school's academic and religious philosophy (Satisfaction with School) were their motivation to teach in the school because of its academic philosophy and environment, their motivation to teach in the school

because it was a Catholic school, and whether they were in elementary schools or secondary schools, with those in elementary school (mean=3.41) showing higher levels of satisfaction than those in secondary schools (mean=3.28).

Discussion

Religious factors are important motivators for teaching in a Catholic school for the teachers in this study. Half of all the teachers selected a religious motivator as the primary reason for teaching in the school. Over 60% of Catholic teachers in both elementary and secondary schools selected a religious motivator as the primary reason for teaching in the school. Catholic teachers had higher mean scores than non-Catholic teachers overall and on each item on the Ministry Motivation and Catholic Motivation factors, while non-Catholic teachers had higher a higher mean score than Catholic teachers on Professional Motivation. Although non-Catholic teachers were more likely to select a professional motivator as the primary reason for teaching in the school, still 40% of non-Catholic elementary school teachers and 30% of non-Catholic secondary school teachers selected a religious reason as the primary factor.

Overall, Catholic teachers had higher Internal Satisfaction scores than did non-Catholic teachers; however, only three items on the Internal Satisfaction scale contributed to the differences. Catholic teachers did not differ at all from their non-Catholic colleagues on their satisfaction with their sense of efficacy about their ability to help their students academically, how they related to the students, their interest in their work, the challenge of their work, the amount of responsibility that they have, and their sense of accomplishment. Catholic teachers had higher satisfaction with their ability to help their students spiritually and the recognition of their ministry, two items that related directly to the religious nature of the Catholic school. But Catholic teachers also had higher satisfaction than non-Catholic teachers with their self-esteem as a teacher, a finding consistent with Kanter's notion of moral commitment and Burke's identity theory. Catholic teachers who are motivated by a sense of ministry and feel that they are doing God's work, and for some their own personal background in Catholic schools, benefit from their identification with the Catholic school community. Their contributions to the community strengthen it and the teachers in turn are rewarded with increased satisfaction about their self-esteem, their ability to help their students spiritually, and the recognition that they receive for their ministerial role. At the same time, it is important to note that the Internal Satisfaction scores of non-Catholic teachers in this study were not low and that the difference between their overall scores and those of Catholic teachers, even though they were significant, were not large (effect size = .19 σ).

The regression results further indicated that the set of important predictors of Internal Satisfaction were different for Catholic teachers and for non-Catholic teachers. The motivation to teach in the school because of its academic philosophy and environment were important predictors for all teachers; however, the desire to minister to the students and the love of teaching were also significant predictor of Internal Satisfaction for Catholic teachers.

Elementary school teachers had higher levels of Ministry Motivation and showed more satisfaction with their particular schools than did secondary school teachers. Elementary school teachers had higher mean scores than secondary school teachers on every component of Ministry Motivation with the largest effect occurring for assisting in students' spiritual development (effect size = .33 σ). The departmental nature of Catholic secondary schools may militate against teachers in secular academic disciplines realizing that they too have a role in nurturing students' spiritual development. The realization is likely to be more evident for the majority of elementary school teachers, particularly those in grades lower than middle schools, because of their involvement in the teaching of religion. The

elementary school teachers also had higher scores than the secondary school teachers on every component of satisfaction with the school, with the largest differences occurring for their satisfaction with the school's religious philosophy (effect size = $.35\sigma$) and its academic philosophy (effect size = $.30\sigma$).

The motivation to teach in the particular school because of the school's academic philosophy and its environment is an important predictor of the teachers' satisfaction with their sense of efficacy (Internal Satisfaction), their relationships outside of the classroom (External Satisfaction) and overall with the school itself for both Catholic teachers and non-Catholic teachers at all levels. While many Catholic school teachers are motivated by religious reasons, teachers will not be happy in a school nor remain there long if they are not happy with their teaching and the school's academic philosophy and its environment. On the other hand, the results of the study clearly show that in addition to the school's academic philosophy and its environment, the motivation to teach in the school because it was a Catholic school is important for Catholic teachers.

Conclusion

The results of the study confirm that the importance of a religious factor as an important motivator for teachers choosing to teach in Catholic schools and an important predictor of their job satisfaction. The results also point to the importance of Catholic school administrators hiring teachers who understand the mission of Catholic schools and are committed to carrying it out. The findings replicate those previous research that show the importance of intrinsic motivators more than extrinsic motivators as conditions for job satisfaction and the importance of a teacher being comfortable with a school's academic philosophy and environment as a contributor to higher levels of job satisfaction.

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